

Montana RTI Self-Assessment

MONTANA RTI SELF-ASSESSMENT

School Community is Committed to the RTI Framework

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	School Community Committed to RTI	High	Medium	Low	Comments
				1.Administration supports RTI (allocation of funding, release time, training for staff, respect for team decisions)				
				2.Need for RTI team established and commitment gained among 70% or more of school staff				
				3.RTI processes, procedures and philosophy are included in school/district policy and handbooks for students, staff, and community				
				4.School/district allows time for personnel to effectively implement the RTI process (meeting time, professional development)				
				5.Parents and community members included in the school decision-making process				
				6. School board, district staff, and community understand the RTI Framework				
				7.School staff understand the RTI Framework and are ready for implementation				

RTI Essential Component: Ongoing Assessment

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Ongoing Assessment	High	Medium	Low	Comments
				8. Universal screening system is in place to measure and monitor student progress				
				9. Diagnostic procedures are in place				
				10. Progress monitoring is systematic,				

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				documented, and shared among staff				
				11. Clear assessment procedures are in place (screening, diagnostic, progress monitoring, and outcome assessments)(when, where, who)				
				12. Processes are in place to check the integrity of assessment procedures (e.g. assessors checklist, outside observation, random checks)				

RTI Essential Component: Evidence-Based Curriculum and Effective Instruction

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Evidence-Based Curriculum and Effective Instruction	High	Medium	Low	Comments
				13. School/district allocates funding for start-up materials to effectively implement the RTI process (e.g. evidence based reading and intervention programs and assessments)				
				14. School/district provides personnel to effectively implement the RTI process (e.g. instructional coach, para's, administration, data collection)				
				15. Teachers provide flexible grouping of students based on their ongoing identified needs to maximize student learning				
				16. Personnel are in place to effectively provide instruction at Tiers 1-3 in all grades implementing RTI				
				17. Necessary <i>time</i> has been allocated to provide instruction (core program and interventions)				
				18. Evidence-based reading programs address the 5 components (phonemic awareness, phonics, fluency, vocabulary, and comprehension) explicitly and systematically				
				19. 3-5 School-wide positive behavior supports in place				

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				20. Guidelines and expected behaviors are directly taught/reviewed throughout the school year in all classrooms and all settings				
				21. System for reinforcing positive behaviors is in place				
				22. System of consequences is in place				
				23. System established for teaching school-wide behavior supports				

RTI Essential Component: Collaborative Teaming

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Collaborative Teaming	High	Medium	Low	Comments
				24.RTI team is established				
				25.RTI team meetings occur on a regular basis with consistent attendance				
				26.RTI team has developed written short-term and long-term data-based action plans using research based strategies				
				27.A referral process is in place to allow teachers to refer students who are beginning to display challenging behaviors (academic or social/emotional)				
				28.Staff can easily refer concerns to RTI team				
				29. Process in place for efficient integration of RTI team with other teams/initiatives (e.g. behavior, sped and Title I procedures, etc.)				
				30.Administrator is active and present for meetings/training				
				31.School teams receive on-going training on RTI and best practices				
				32.RTI team works with staff to remedy problems or breakdowns in implementation				

RTI Essential Component: Data-based Decision Making

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Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Data-based Decision Making	High	Medium	Low	Comments
				33. School data collection system is in place and technology support is available at school/district level				
				34.Data is collected to determine site needs and status <ul style="list-style-type: none"> • School staff surveys/questionnaires • Parent surveys/questionnaires • Incident reports/office referrals • Assessment tools (e.g. Universal Screening, Diagnostic Assessments, progress monitoring) • Observations 				
				35.Staff Member(s) have been identified for collecting and disseminating data to teachers in a timely manner				
				36.Data is summarized and analyzed				
				37. Data is used for decision-making—creating action plans and interventions				
				38.Data collection system allows for on-going evaluation and decision making				
				39.“Discipline/Behavior Referral” form provides necessary information for effective use of behavior based data collection				
				40.Staff receives feedback on effectiveness of implementation of RTI process/practices				
				41.Individual student data routinely revisited to ensure at-risk students are making adequate progress				
				42.Student RTI team is established (also known as grade level teams, data teams, or subject area teams)				
				43.Student RTI team meetings occur on a regular basis with consistent attendance (also known as grade level teams, data teams, or subject area teams)				

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RTI Essential Component: Fidelity of Implementation

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Don't Know	In Place	Partially In Place	Not In Place	Fidelity of Implementation	High	Medium	Low	Comments
				44.Administrator is actively involved and knows the RTI processes (e.g. attends all trainings, involved in team meetings, knows the assessment procedures well, knows the reading and intervention programs well.)				
				45.Teachers teach reading/math programs as intended by publisher in order to maximize effectiveness				
				46.Scheduled and random, principal walk-throughs occur frequently				
				47.Instructional Coach/Specialist knows the programs and provides on-going support to teachers				
				48.Instructional Coach/Specialist is in the classrooms and is checking the fidelity of the instruction daily				
				49.Action plans are continually being reviewed and updated				
				50.Periodic whole system checks are in place				

RTI Essential Component: Training and Professional Development

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Training and Professional Development	High	Medium	Low	Comments
				51.School/district provides funding and time for professional development opportunities to allow team and staff to continually add to or improve the RTI process				
				52.School staff have received training on the programs they are expected to teach				

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				53.Teachers have access to systems of support (e.g. observations, coaching, mentoring, material development, resource banks, problem-solving)				
				54.School staff have received professional development on all assessments and assessment procedures				
				55.RTI team(s) receive training on the RTI process and philosophy				
				56.New staff members are trained and included in the RTI process				
				57.RTI team members/school staff attend RTI Summer Institute (MBI and/or MRI)				

RTI Essential Component: Community and Family Involvement

Level of Implementation				Feature	Priority for Improvement/Maintenance			
Don't Know	In Place	Partially In Place	Not In Place	Community and Family Involvement	High	Medium	Low	Comments
				58.School understands the importance of school/family/community partnerships				
				59.Parents, students, and/or community are involved in RTI problem solving processes				
				60. System in place for helping families support their child's learning at home				
				61.System in place for effectively communicating with families in various and helpful ways				

Adapted
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